

Understanding Bullying to Create Systems of Prevention & Intervention

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2 Minutes

- What percentage of students in your school have experienced bullying this year?
- Where does most bullying occur?
- Where is bullying least likely to occur?



Prevalence

- Norway/Europe = 1 out of 7
- US
 - 1 in 4 students in grades 4-6 are bullied regularly and 1 in 10 bullied weekly
 - Nearly 90% of middle and high school students report observing bullying with 80% reporting they have been victims
 - 80% of boys and 60% of girls reported being bullied by males
 - In early grades – children were targets of peer physical or verbal intimidation once every 3-6 minutes (Snyder, 2003)
 - 16,000 students miss school each day due to fear of being bullied (Lee, 1993)



Bullying Defined

“A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students” (Elliott, 2002)



Bullying Behavior

Bullying Behavior =

1. A clear power imbalance
 2. Intent to cause harm or injury (including teasing)
 3. Repeated and chronic instances of aggression and intimidation that targets a specific individual (Olweus, 1996; Snell, MacKenzie, & Frey, 2002)
- Form of peer-related aggressive behavior that involves coercion, intimidation, and threats to another's personal safety or well-being (including relational aggression) (Walker, Colvin, & Ramsey, 1995)



Types of Bullying Behavior

1. Physical
2. Verbal
3. Emotional
4. Sexual



Bullying and Peers

- Perpetrator
- Victim
- **Bystander** - do not directly participate but reinforce the perpetrator
- **Non-participant** - do not participate, simply present, but take no action to prevent



Victims

- Passive-submissive – anxious, fearful, withdrawn, perpetrator reinforced by getting person “upset”
- Provocative – display annoying and aggressive responses & thereby inadvertently reinforce the perpetrator



Gender Differences

- Boys = “direct” physical / verbal intimidation
- Girls = “indirect” gossip and rumors
- Males = larger numbers of both perpetrators and victims



	Perpetrators	Victims
Individual	<ul style="list-style-type: none"> • Impulsive, dominant, lacks empathy • Positive attitude toward violence • Difficulty conforming to rules • Physical strength (males) • Gradual decrease in academic achievement • Assume leadership roles in core groups of peers (female) • More likely to bring weapons to school (52% males, 30% females) • 70% report weapons outside of school 	<ul style="list-style-type: none"> • Cautious, insecure • Difficulty asserting themselves among peers • Physical weakness (males) • Increase likelihood to carry weapons to school (36% males, 15% females)
Family	<ul style="list-style-type: none"> • Lack of parental involvement • Overly-permissive • Harsh discipline • Lack of parental supervision 	
Peer	<ul style="list-style-type: none"> • Friends/peers with positive attitudes toward violence • Exposure to models of bullying 	<ul style="list-style-type: none"> • Lack of close friends
School	<ul style="list-style-type: none"> • Lack of supervision • Indifferent attitude toward bullying 	<ul style="list-style-type: none"> • Presence of aggressive students • Lack of supervision • Indifferent attitude toward bullying

Outcomes of bullying

- Short term
 - Perpetrator - reinforced – increases future bullying behavior
 - Victim - somatic symptoms, fearful, avoidance
- Long term
 - Perpetrator
 - 60% grades 6-9 had been convicted of an aggressive crime in adulthood
 - **More likely to be violent** (Nansel et al, 2004).
 - More likely to have children who bully
 - Victim
 - depression, poor self esteem, suicide, school drop out
 - Ostracized by peers



2 Minutes

- What has your school put in place to address bullying?
- How effective have you been / How do you know if you have made a difference?



Recommendations From the Field



Recommended strategies for Teachers

(U.S. Department of Education, 1998)

- Provide students with opportunities to talk about bullying
- Involve students in establishing classroom rules against bullying
- Provide classroom activities and discussion around the harmful effects of bullying
- Develop a plan to ensure students know what to do if they observe bullying
- Teach cooperation/compromise social skills
- Take immediate action when bullying observed/reported
- Confront bullies in private
- Notify parents of both the bully and victim – seek to resolve the conflict at school
- Refer both bully and victim to counselor if appropriate
- Provide protection for victims (e.g., buddy system)
- Listen to parents who report or express concerns about bullying and investigate immediately
- Avoid attempts to mediate in bullying situations – power imbalance in the bully dynamic precludes this from happening

Bully Prevention Keys

- School & home that is characterized as “warm” but sets firm limits for unacceptable behavior
- When violations occur, non-hostile, nonphysical sanctions be consistently applied
- Careful monitoring of student activities
- Adults should act as responsible authorities during all adult-child interactions, especially when bullying occurs



Bully Intervention Basics

- Perpetrator - discourage / appropriate sanctions
- Victim – **teach strategies** to appropriately avoid/ escape situations that involve bullying & place in activities in which they can succeed to boost confidence
- ♦ By-standers – **make them aware** of their supporting role and discourage them
- ♦ Non-participants – **teach them to discourage** bullying and to not show approval if observed

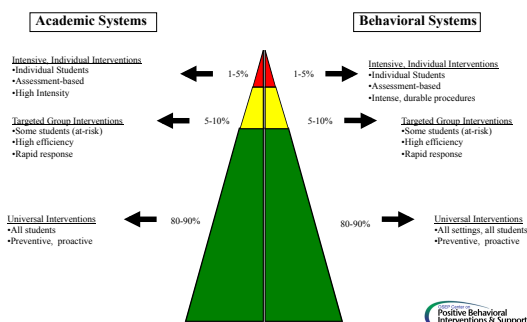


The Challenge...

To Truly Impact the Problem the Entire School Environment Must Focus on Pro-Social Behaviors



Designing School-Wide Systems for Student Success



Why invest in **School-wide** bully prevention? (Ross & Horner, 2008)

- Most Bully Prevention programs focus on the perpetrator and the victim
 - Problem #1: Inadvertent "teaching of bullying"
 - Problem #2: Blame the perpetrator
 - Problem #3: Ignore role of "bystanders"
 - Problem #4: Initial effects without sustained impact.
 - Problem #5: Expensive effort
- What do we need?
 - Bully prevention that "fits" with existing behavior support efforts
 - Bully PREVENTION, not just remediation
 - Bully prevention that is sustainable.



Action Planning

Start with Your Data

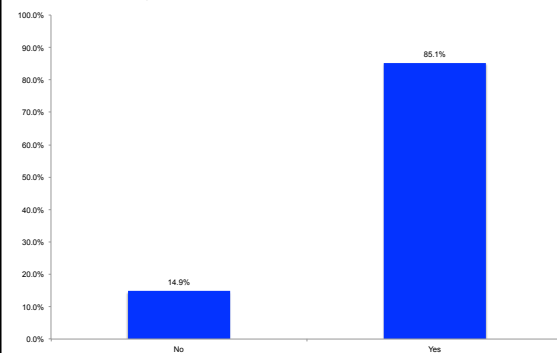


Is Bullying a Problem

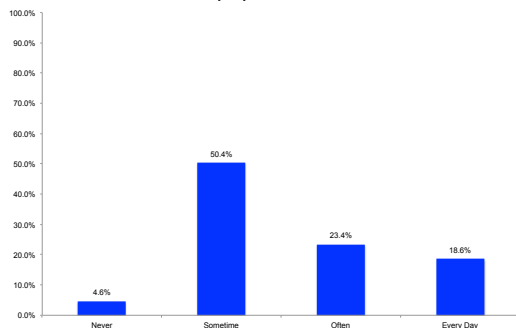
- Student Data
 - Problem
 - Fearful
 - How often
 - Types
- Staff Data
 - Problem
 - Types & Frequency



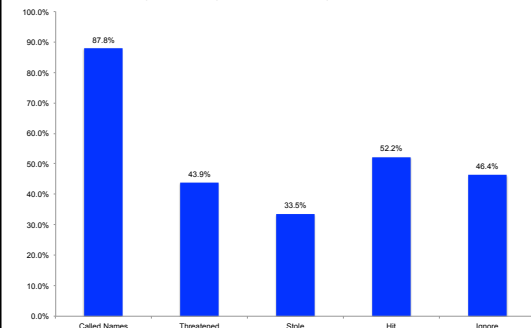
Have you ever seen someone bullied in our school?

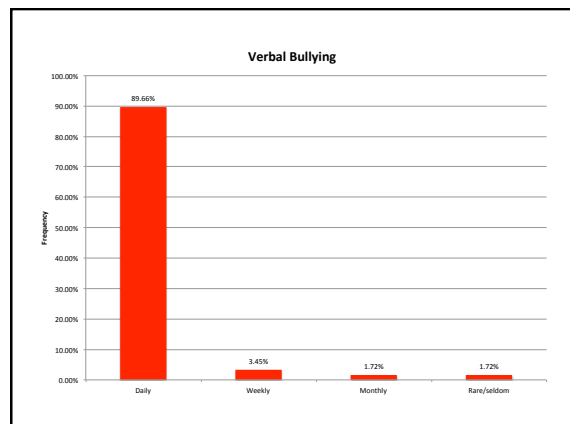
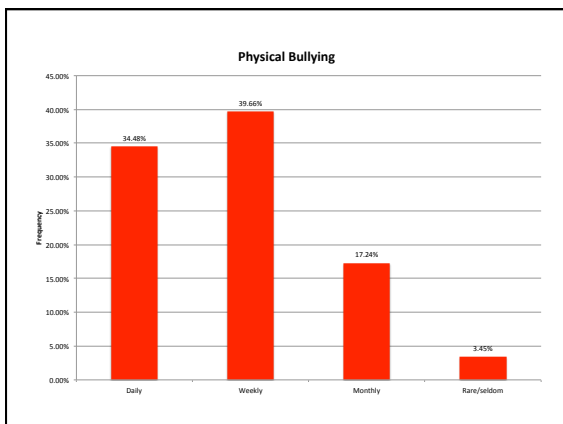
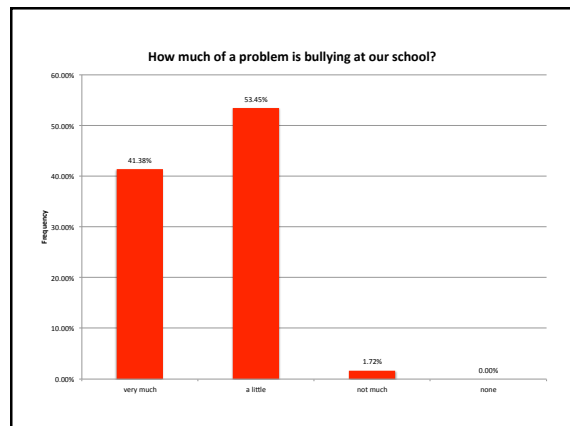
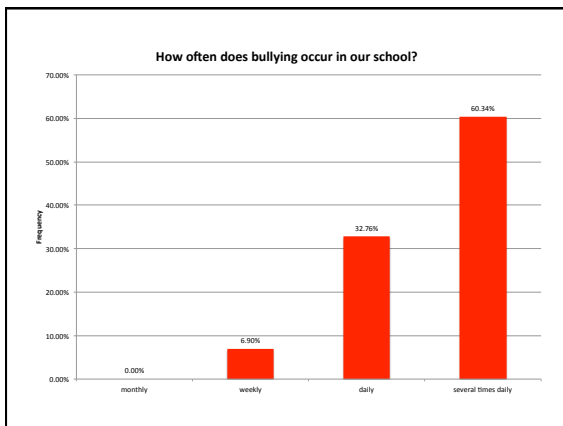
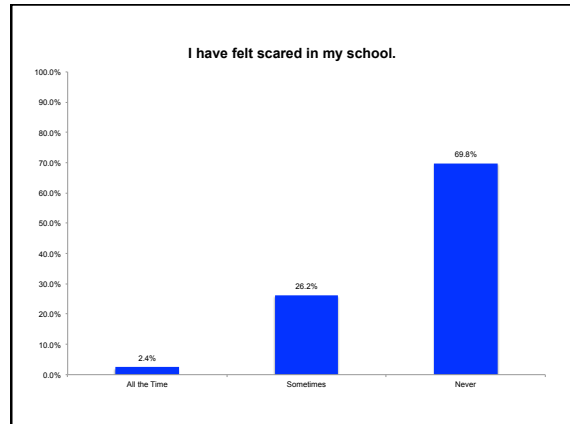
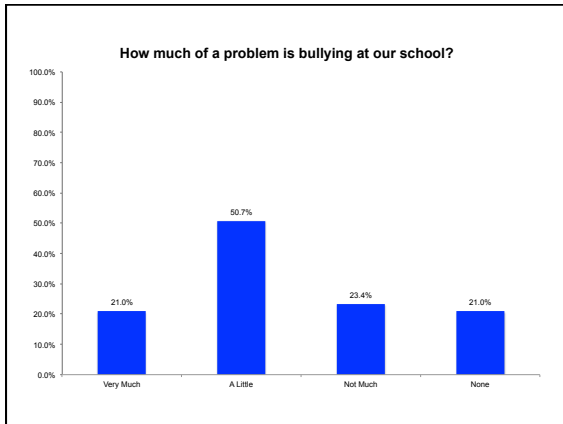


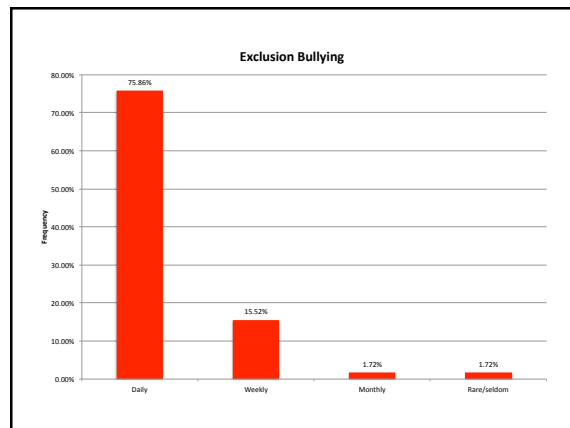
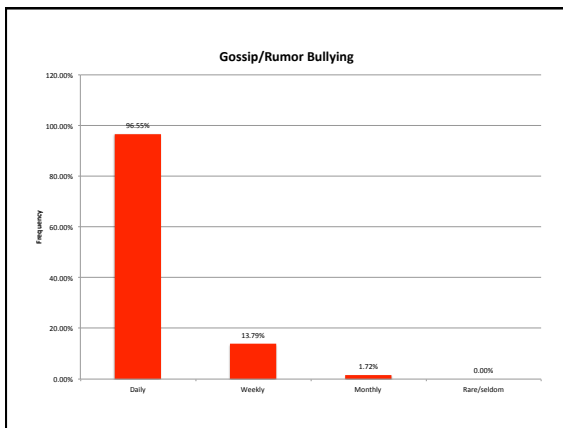
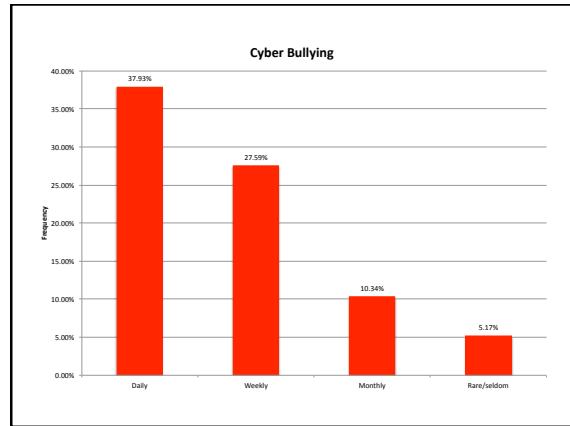
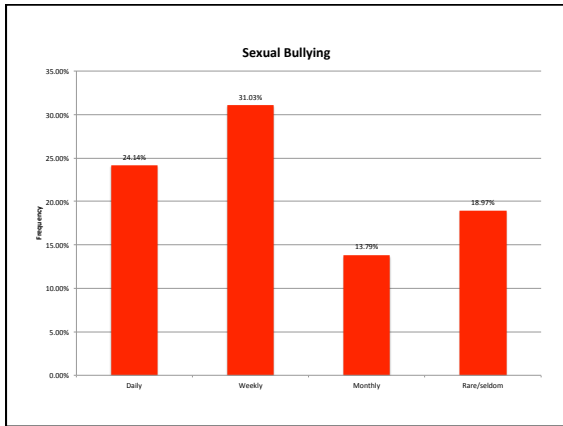
How often are people bullied in our school?



What type of bully behavior have you seen at school?


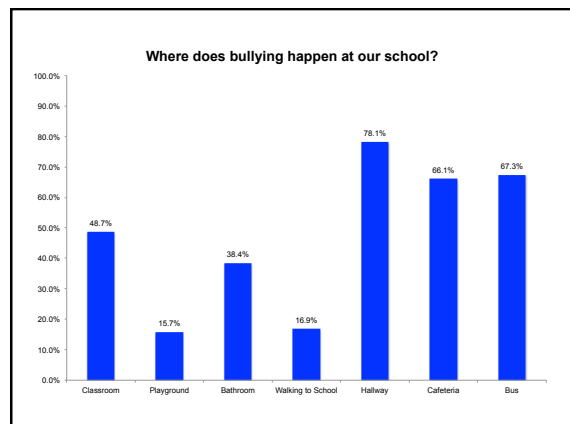


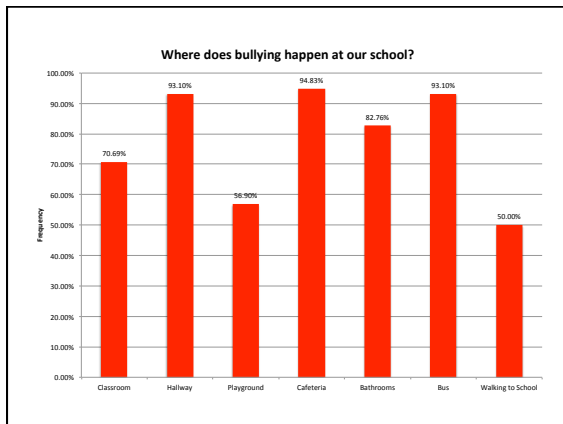




Are There High Risk Settings

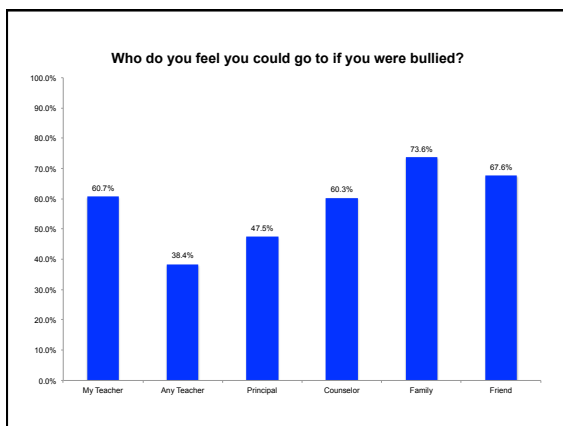
- Student & Staff Location



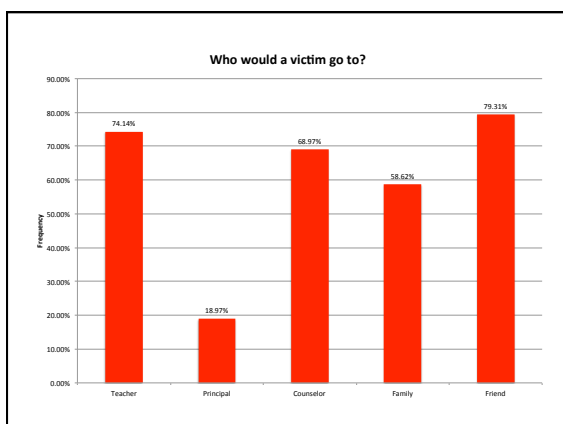
Where Do Student Seek Help

- Who
- Have they contacted an adult



Where Do Adults Perceive Students Seek Help

- Who
- Most likely



Comments

- 60 students commented that they see bullying in gym, P.E., and the locker room
- "I felt embarrassed. I really didn't want to be in that situation"
- "I hate it, it hurts me a lot!!!!"
- "No one does anything enough to stop them anyway. There is too much of it."



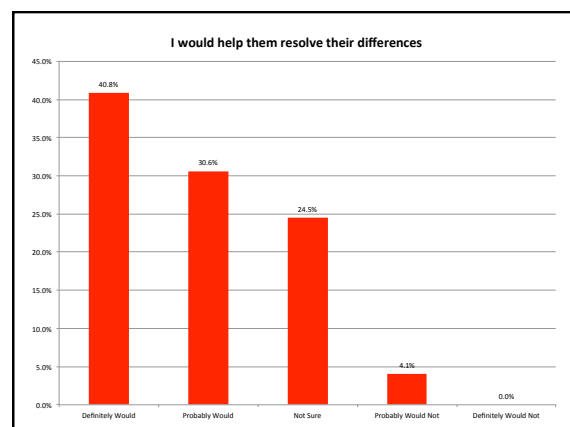
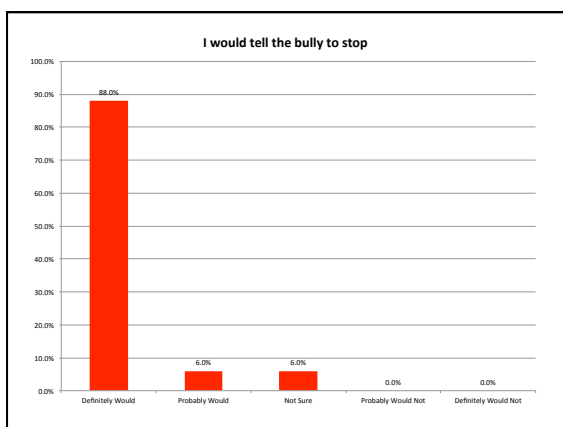
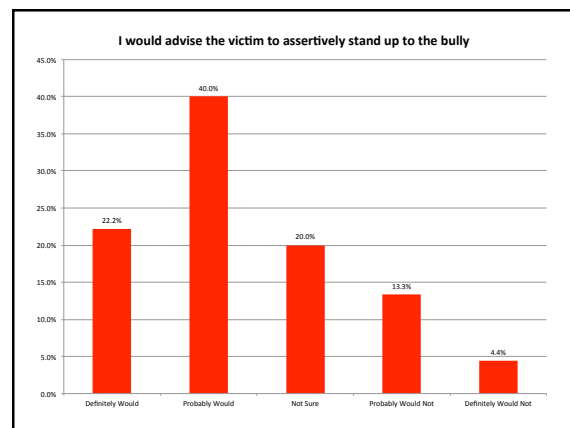
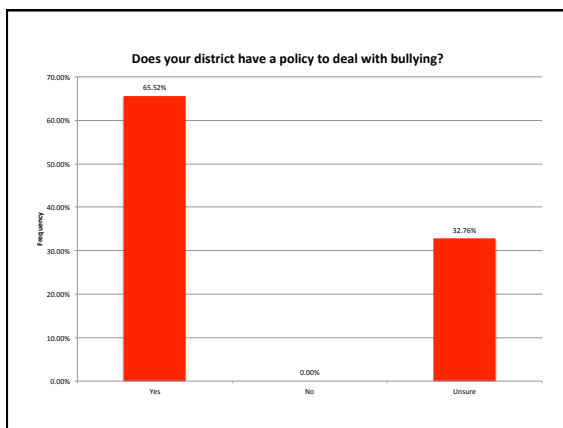
Comments

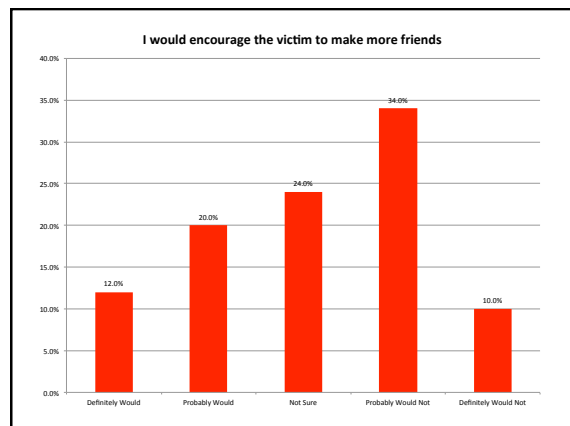
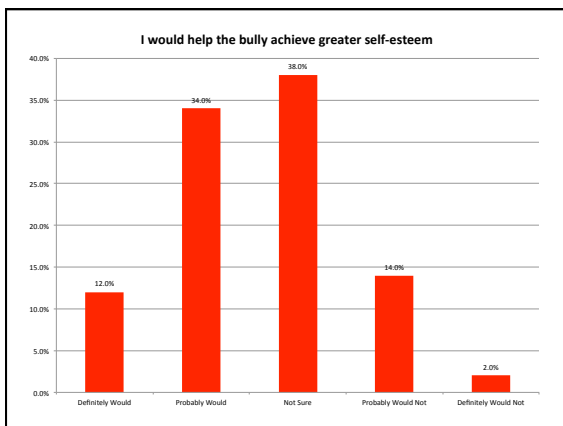
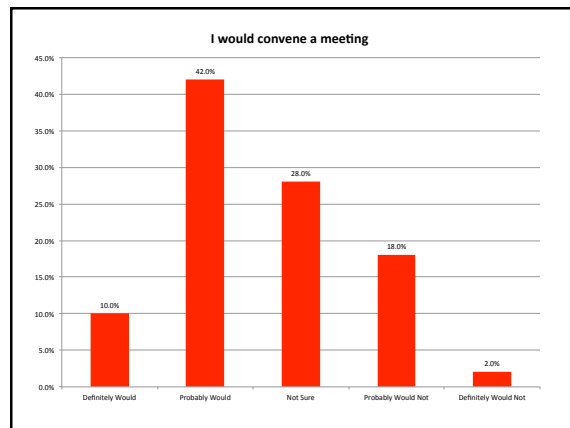
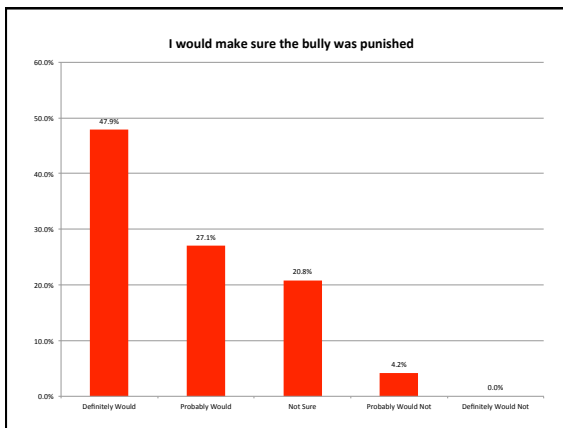
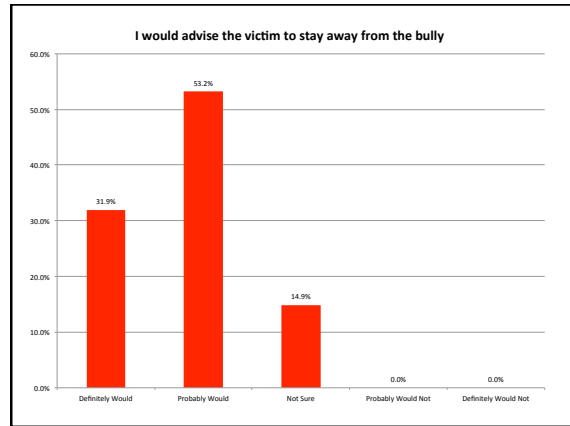
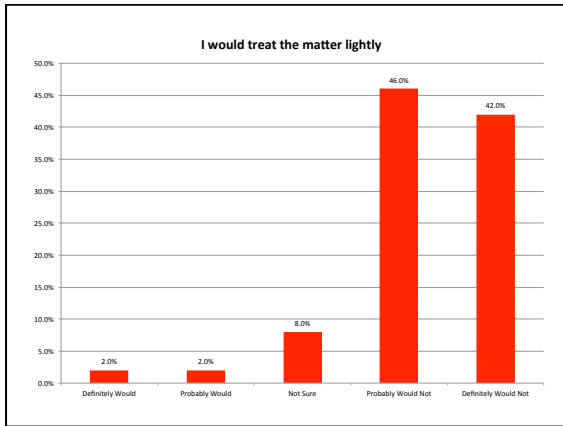
- “Not enough enforcement of the rules so more bullying is done.”
- “Sometimes grown-ups don't understand or you can't tell them what you are going through because you are afraid they will get mad at you.”
- “When there is bullying going on in the classroom some of the teachers see it and they hear but they don't do anything”

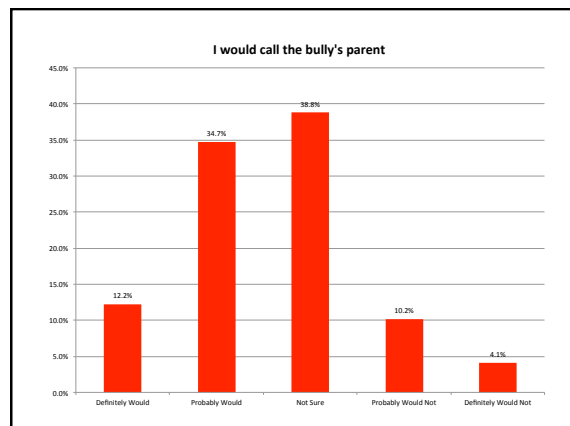
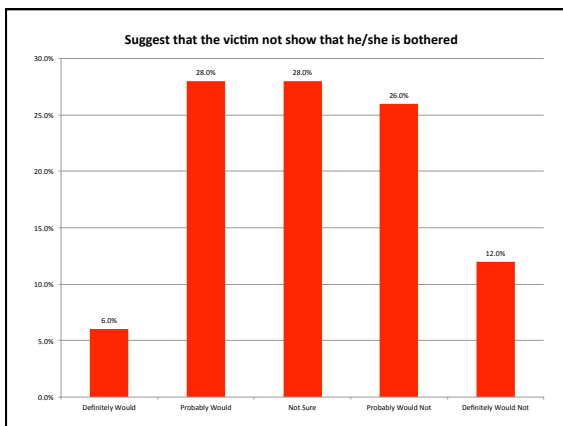
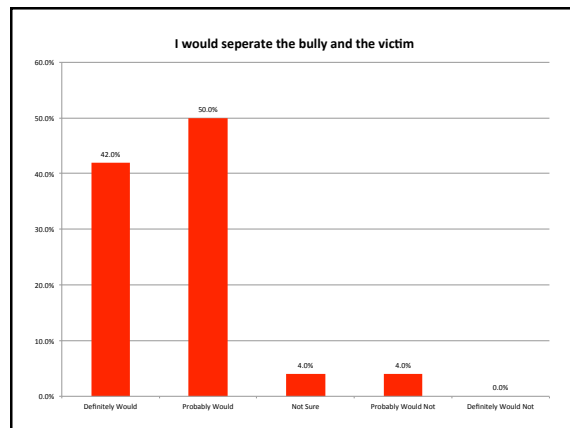
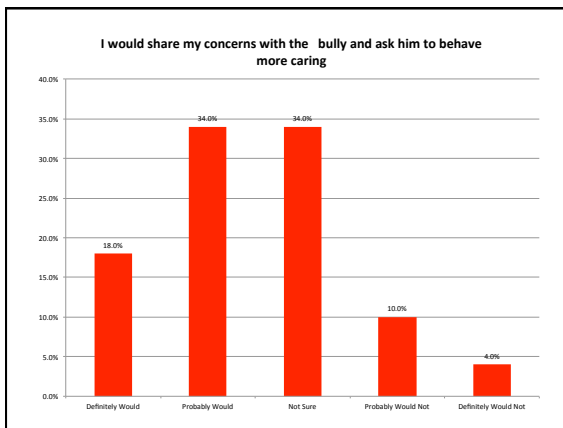
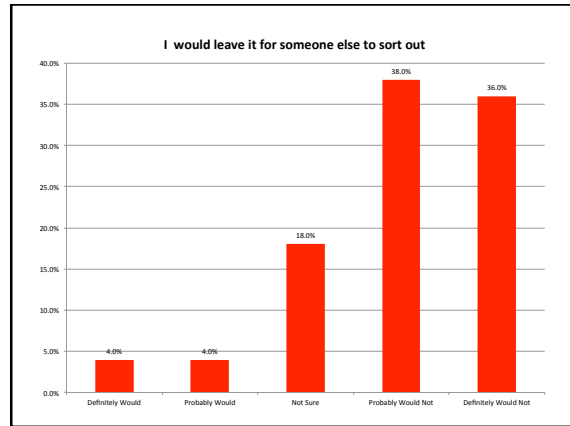
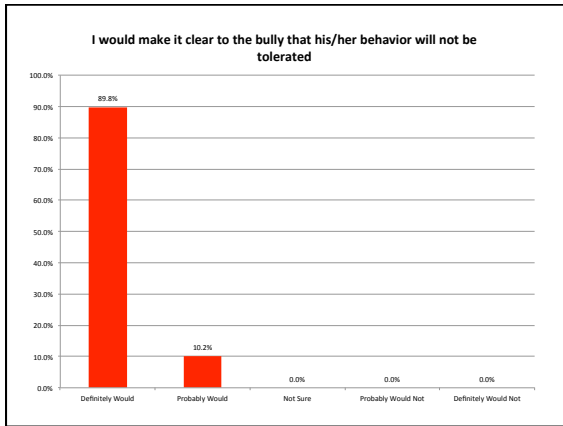


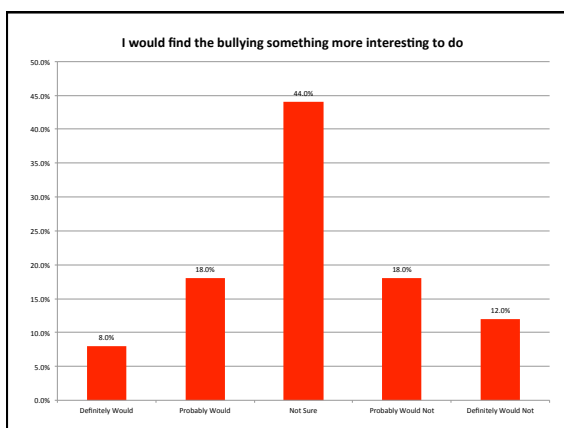
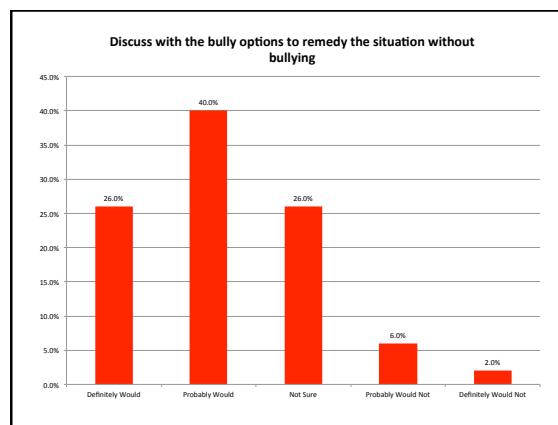
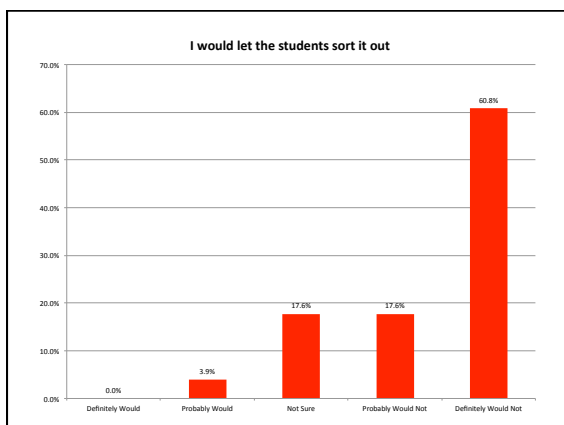
Interventions

- Staff aware of District policy & procedures
- Top 5 strategies would use
- 5 Strategies would not use
- Other strategies listed










Action Planning

Embedding Bullying Behavior Interventions within SW-PBS



Action Plan

1. Replacement behaviors for noted types of bullying behavior
 - Linkage to school-wide/class-wide set of expectation
2. Lesson plans/teaching strategies (with schedule)



Action Plan

3. Supervision of high risk locations
 - Current supervision/ needed resources
 - Training & support
4. Strategies for “victims”
5. Instructional strategies & consequences for bullying
 - Instruction
 - Environmental supports
 - Consequences



Bully Prevention / Intervention Action Plan

Data Analysis

1. Is Bullying a problem? (student / staff)
2. What types of bullying are occurring? (student/staff)
 - a. Are there gender differences (student/staff)
3. Where is bullying occurring? (student / staff)
4. Where do students seek help? (student)
5. Where do staff feel students should seek help? (staff)
6. What strategies do staff feel most successful to date? (staff)
7. Are staff aware of district/school policy and procedures? (staff)
8. Parent perceptions of issues and school interventions?

Intervention

1. Identify pro-social behaviors for noted types of bullying behavior

Bullying Behavior	Replacement Skill	Link to School-wide Expectation

2. Lesson plans and teaching strategies (with schedule) for each replacement skill

Skill	By Stander Role	Non-Participant Role	Who Develop	Due date

By-stander/non-participant role – use language of school expectation / encourage “victim” to walk away with them / do not attend to bully / report what they have seen to adults per school procedure

Establish a clear reporting procedure for students to report bullying (establish / teach / practice / monitor):

Establish a clear reporting procedure for parents to report bullying (establish / communicate in multiple formats / monthly):

Teaching Schedule (all in school must teach across all classrooms):

ts

3. Supervision of high risk locations

Setting	Current Supervision	Training & Support Need	Additional Supervision Ideas

Training for supervision:

- Who will train
- Core replacement social skills and prompts for student roles
- Prompt for students to use problem-solving strategies
- High rates of reinforcement for students who do not engage/attend to bullying
- Appropriate referrals when students do not respond

4. Identify strategies and lesson plans for “victims”

Bully Behavior	Desired Student Response	Lesson plans/ Strategies to teach	Connect Point to School-wide Expectations

Training:

- Who & when will strategies be taught to victims (small group or one-one)
- Curriculum
- Consistent and reliable contact point for victims
- Appropriate range of supports, goal to fade adult support out

5. Identify instructional strategies and consequences for bullying

Bully Behavior	Desired Outcome (get/avoid)	Replacement with same outcome	Connect Point to School-wide Expectations

Training:

- Curriculum development
- One-One (who/when)
- Practice Opportunities (including peers)
- Tier II/III supports (focus on increasing use of appropriate skills)
 - Small group social skills (“empathy”)
 - Check in/Check out or Check & Connect

Consequences

- Removal from access to peers
- Restrictions on non-supervised time
- Restitution (if empathy in place)

Bully Prevention/Intervention Action Plan Summary

Action	Additional Information Needed	Product/Outcome	Who	Due Date	Goal/Objective

Conclusion

*Bottom line on Bullying Behavior –
must address & must embed strategies
into meaningful, sustained educational
strategies*



For More Information

*OSEP Center for Positive Behavioral
Interventions and Supports*

pbis.org

*Missouri School-wide Positive Behavior
Support*

pbissmissouri.org

IDEAS that Work

osepideasthatwork.org

What Works Clearinghouse

ies.ed.gov/ncee/wwc



**Bully Prevention/Intervention
Action Plan Summary**

<i>Action</i>	<i>Additional Information Needed</i>	<i>Product/Outcome</i>	<i>Who</i>	<i>Due Date</i>	<i>Goal/Objective</i>

Student Bullying Survey

Bullying is when someone keeps doing or saying things to have power over another person. Bullying can be pushing, shoving, hitting, spitting, name calling, picking on, making fun of, laughing at, or excluding someone. We are interested in your thoughts on Bullying in our school

1. What grade are you in? _____

2. I am a: Boy or Girl (Circle one)

3. Have you ever seen someone being bullied in our school?

Yes _____

No _____

4. How often are people bullied in our school?

a. Never

b. Sometimes

c. Often

d. Every day

5. Where does bullying happen at school? (Check all the places you have seen bullying)

_____ Classroom

_____ Hallway

_____ Playground

_____ Cafeteria

_____ Bathroom

_____ On the Bus

_____ Walking to or from school

_____ Somewhere else _____

6. What have bullies done to you or to someone you know at school? (Check all have happened)

_____ Called names

_____ Threatened

_____ Stole or damaged something

_____ Shoved, kicked, or hit

_____ Ignored someone

_____ Other _____

7. How much of a problem is bullying in our school?

a. Very much

b. A little

c. Not much

d. None

8. Who do you feel you could go to if you were bullied at school? (Check all those you would go to)

_____ My teacher

_____ The principal or assistant principal

_____ The counselor

_____ Someone in my family

_____ A friend

_____ Other _____

9. If you have gone to someone at school for help about bullying, did you get the help you needed?

Yes _____

No _____

10. I have felt scared in my school:

a. All the time

b. Sometimes

c. Never

11. Is there anything else you would like to say about bullying in our school?

Staff Bullying Questionnaire

Please take a moment to consider to what degree you feel bullying is an issue in our school and how you have handled bullying in the past and then take a moment to answer the following questions. There are no right or wrong answers to the following questions. This is voluntary and your answers are confidential.

How often do you think bullying occurs in our school?

_____ Monthly _____ Weekly _____ Daily _____ Several times Daily

How much of a problem is bullying in our school?

_____ Very much _____ A little _____ Not much _____ None

To what degree are the following forms of bullying present in our school:

	Daily	Weekly	Monthly	Rarely/Seldom
Physical bullying				
Verbal bullying				
Sexual bullying				
Cyber bullying				
Gossip/rumor bullying				
Exclusion bullying				

Where do you think bullying happens at school? (Check all that apply and circle the most likely)

_____ Classroom
_____ Hallway
_____ Playground/Common Area
_____ Cafeteria
_____ Bathroom
_____ On the Bus
_____ Walking to or from school
_____ Somewhere else _____

Where do you feel victims of bullying are most likely to go to if bullied at school? (Check all that apply and circle the one most likely)

_____ A teacher
_____ The principal or assistant principal
_____ The counselor
_____ Someone in their family
_____ A friend
_____ Other _____

Does our district have a policy and a set of procedures to deal with bullying?

Yes _____ No _____ Unsure _____

Mark the box that most closely indicates what you would do.	Definitely would	Probably would	I'm unsure	Probably would not	Definitely would not
I would advise the victim to assertively stand up to the bully.					
I would tell the bully to stop.					
I would help the bully and the victim to resolve their differences.					
I would treat the matter lightly – too much attention to the situation will only make the matter worse.					
I would advise the victim to stay away from the bully as much as possible.					
I would make sure the bully was punished.					
I would convene a meeting of all involved and discuss what was happening and ask them to suggest ways to improve the situation.					
I would seek to help the bully achieve greater self-esteem so that he or she would no longer want to bully.					
I would encourage the victim to make more friends so that he or she wouldn't be picked on so much.					
I would make it clear to the bully that his/her behavior would not be tolerated.					
I would leave it for somebody else to sort out.					
I would share my concern with the bully about what happened to the victim and ask the bully to behave in a more caring and responsible manner.					
I would separate the bully from the victim so that there would be less chance for the bullying to take place.					
I would suggest that the victim not show that he/she was bothered by what was happening.					
I would contact the parents of the bully and insist that that their child's bullying behavior must stop.					
I would let the students sort it out themselves.					
I would discuss with the bully options from which he/she could chose to remedy the situation without bullying.					
I would find the bully something more interesting to do.					

If you have successfully intervened with Bullies and Victims in the past, please briefly describe what worked:

Safe School Survey

For Parents

Canadian Public Health Association and the
National Crime Prevention Strategy

Totten, Quigley & Morgan, 2004

Name of School: _____ School District: _____ Date: _____

Schools need to be safe places for students to learn.

The purpose of this survey is to find out about student safety at your child's school.

Do not put your name on this survey.

We want to know what parents, as a group, tell us.

This is your chance to let us know how things are at your child's school.

HOW TO FILL OUT THE SURVEY

1. For most questions, you will need to choose one or more of the possible answers. There are no right or wrong answers. We just want to know your honest thoughts and feelings. For some questions, you will need to tell us **how often** something happened **in the past 4 weeks**, by choosing one of the following:

Never in
4 weeks

Once or
twice

Every
week

Many times
a week

Don't
know

2. Many of the questions are sentences or statements. For each one, decide if the statement is true or not true for you by choosing **YES** or **NO** or something in between.

NO no some yes **YES**

Circle "**NO**" in capital letters if the sentence is not at all true or never true.

Circle "no" in small letters if the sentence is not really true or hardly ever true.

Circle "some" if the sentence is sometimes or somewhat true.

Circle "yes" in small letters if the sentence is often true or true most of the time.

Circle "**YES**" in capital letters if the sentence is definitely true or always true.

If you have any questions about how to complete the survey, please ask the principal or your child's teacher.

A few questions about you...

1. What grade is your child in?

Check one: ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

2. When did your child start at this school? (If this is his/her first year at their school check "This is his/her first year")

Check one: ☐ This is his/her first year ☐ Kindergarten ☐ Gr. 1 ☐ Gr. 2
☐ Gr. 3 ☐ Gr. 4 ☐ Gr. 5 ☐ Gr. 6
☐ Gr. 7 ☐ Gr. 8 ☐ Gr. 9 ☐ Gr. 10
☐ Gr. 11 ☐ Gr. 12

3. Is your child a boy or a girl?

Check one: ☐ Boy ☐ Girl

4. Are you male or female?


Check one: ☐ Male ☐ Female

5. What is your relationship to the child?

- ☐ Mother
- ☐ Father
- ☐ Step-mother
- ☐ Step-father
- ☐ Other relative
- ☐ Guardian

6. What is the first language your child learned to speak? _____

7. Do you read and write easily in English? ☐ Yes ☐ No ☐ Somewhat

8. How many years have you lived in Canada? ☐ All my life ☐ Part of my life
 For _____ years

9. Do you think of yourself as Native, First Nations, Inuit or Metis?

☐ Yes

☐ No

☐ Don't know

10. People sometimes identify themselves by race or the colour of their skin.
How do you identify yourself? (Check more than one if appropriate.)

☐ Arab/West Asian (e.g. Armenian, Egyptian, Persian or Iranian, Lebanese, Moroccan)

☐ Black (e.g. African, Haitian, Jamaican, Somali)

☐ Chinese

☐ Filipino

☐ Japanese

☐ Korean

☐ Latin American (e.g. Spanish, Portuguese, Mexican, South American)

☐ South Asian (e.g. East Indian, Pakistani, Punjabi, Sri Lankan)

☐ South East Asian (e.g. Cambodian, Indonesian, Laotian, Vietnamese)

☐ White (Caucasian)

☐ Mixed

☐ Other (please describe) _____

☐ Don't know

Circle one answer for each question:

- | | | | | | |
|--|-----------|----|------|-----|------------|
| 11. My child feels safe at school. | NO | no | some | yes | YES |
| 12. My child feels safe on his/her way to and from school. | NO | no | some | yes | YES |
| 13. My child feels safe in our neighbourhood or community. | NO | no | some | yes | YES |

14. There has been a lot in the news about the kinds of serious problems children face these days. When you think about your child's school, are you concerned or afraid that your child might be:

a) ...physically attacked or hurt by a student or group of students?	NO	no	some	yes	YES
b) ...forced to engage in sexual acts by other students?	NO	no	some	yes	YES
c) ...made fun of or left out because of his/her culture or race?	NO	no	some	yes	YES
d) ...made fun of or left out because of his/her sexual orientation?	NO	no	some	yes	YES
e) ...the target of rumours or gossip?	NO	no	some	yes	YES
f) ...verbally harassed or embarrassed at school?	NO	no	some	yes	YES

The rest of this survey asks about your child's experiences with **HARASSMENT**.

To harass someone is to bother, make fun of, trouble or attack them.

Harassment may happen again and again to the same child.

In this survey, we ask about three kinds of harassment:
BULLYING, SEXUAL HARASSMENT AND RACIAL DISCRIMINATION

This section asks about **BULLYING**

There are many ways to bully someone. A bully **wants to hurt the other person** (it's not an accident). A bully does or says the same things **over and over again**. Bullying is **UNFAIR**. Sometimes a group of students will bully another student.

There are four main kinds of bullying. Here are some examples:

- Physical bullying –
 - when someone hits, shoves, kicks, spits, or beats up on another person
 - when someone damages or steals another student's property
- Verbal bullying –
 - name-calling, mocking, hurtful teasing
 - humiliating or threatening someone
 - making people do things they don't want to do
- Social bullying –
 - excluding others from the group
 - spreading gossip or rumours about others
 - making others look foolish
 - making sure others do not spend time with a certain person
- Electronic bullying – using computer, e-mail, phone or cellular phone text messages to:
 - threaten or hurt someone's feelings
 - single out, embarrass or make someone look bad
 - spread rumours or reveal secrets about someone

When you answer these questions, think about **the past 4 weeks**. Please circle one answer for each question:

15. Has your child been...

a) ... physically bullied at school?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...verbally bullied by insults or threats at school?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...socially bullied at school by being left out or by having rumours or gossip spread about him/her?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...bullied using the Internet, e-mail, phone or cellular phone text messages?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

16. Has your child taken part in ...

a) ...physically bullying other students at school?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...verbally bullying other students at school by insults or threats?	Never in 4 Weeks	Once or twice	Every week	Many times a week	Don't know
c) ...socially bullying other students at school by leaving them out or by spreading rumours?	Never in 4 Weeks	Once or twice	Every week	Many times a week	Don't know
d) ...bullying others using the Internet, e-mail, phone or cellular phone text messages?	Never in 4 Weeks	Once or twice	Every week	Many times a week	Don't know

17. Has your child stayed away from school in order to avoid being bullied?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
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This section asks about **RACIAL DISCRIMINATION** at your child's school in the past 4 weeks.
Racial discrimination takes place when people are seen as different or are treated differently because of their racial or ethnic backgrounds.

18. In the past 4 weeks at school, how often have other people...

a) ...said negative things about your child's culture or race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...called your child racist names?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...teased or made fun of your child's culture or race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...treated your child's racial or ethnic group as inferior or second-rate?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
e) ...said bad things about or blamed your child's racial or ethnic group for problems at school or in society?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

19. In the past 4 weeks at school, how often has your child...

a) ...said negative things about students from another culture/ race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...called other students racist names?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...teased or made fun of other students' culture or race?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...treated a certain racial or ethnic group as inferior or second-rate?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
e) ...said bad things about or blamed certain racial or ethnic groups for problems at school or in society?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

The next section asks about **SEXUAL HARASSMENT**.

Sexual harassment takes place when someone says or does something that makes someone else feel uncomfortable about their sexual preference or about their gender. Sexual harassment shows **lack of respect** for someone else's choices, even if the person doing the harassment says they are joking.

For each question, please say how often this happened to your child at school **in the past 4 weeks**.

If your child is young, these questions may not apply. If this is the case, just answer "Never in 4 weeks".

20. In the past 4 weeks, how often has someone at school **done these things to your child...**

a) ... said that he/she didn't look or act feminine or masculine enough?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ... called him/her gay, a fag or lesbian, or said other things like this as an insult?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ... spread a sexual rumour, passed a sexual note, or wrote sexual graffiti about him/her?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ... made a crude comment about his/her sexual behaviour or body?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
e) ... made him/her uncomfortable by yelling something sexual or whistling or howling as he/she walked by?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
f) ... made him/her uncomfortable by making sexual motions or looking at your child in a sexual way?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
g) ... made him/her uncomfortable by touching, grabbing or pinching him/her in a sexual way?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
h) ... made him/her uncomfortable by standing too close or brushing against him/her in a sexual way?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
i) ... kissed him/her when he/she did not want the kiss?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
j) ... forced him/her to do something sexual (other than kissing) when he/she did not want to?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

The next set of questions asks **where and when** bullying, harassment and discrimination happen and **how people respond**.

21. **Where** does bullying, sexual harassment and/or discrimination happen to your child?

a) Classroom?	NO	no	some	yes	YES	Does not apply
b) Hallways?	NO	no	some	yes	YES	Does not apply
c) Library?	NO	no	some	yes	YES	Does not apply
d) Computer rooms?	NO	no	some	yes	YES	Does not apply
e) Gym?	NO	no	some	yes	YES	Does not apply
f) Change rooms?	NO	no	some	yes	YES	Does not apply
g) Washrooms?	NO	no	some	yes	YES	Does not apply
h) Bus, train, or ferry?	NO	no	some	yes	YES	Does not apply
i) Coatroom	NO	no	some	yes	YES	Does not apply
j) On the way to and from school?	NO	no	some	yes	YES	Does not apply
k) Lunch or eating area?	NO	no	some	yes	YES	Does not apply
l) Outdoor areas around school?	NO	no	some	yes	YES	Does not apply
m) Malls or stores?	NO	no	some	yes	YES	Does not apply
n) Other areas (Please describe where)? _____	NO	no	some	yes	YES	Does not apply

22. Has your child stayed away from certain classrooms or parts of the school to avoid harassment?

Never in 4 weeks Once or twice Every week Many times a week Don't know

23. **When** is your child most at risk for bullying, sexual harassment and/or discrimination?

a) Before school?	NO	no	some	yes	YES
b) During classes?	NO	no	some	yes	YES
c) Between classes?	NO	no	some	yes	YES
d) During breaks, such as a spare period, lunch, or recess?	NO	no	some	yes	YES
e) After school?	NO	no	some	yes	YES
f) On the weekends?	NO	no	some	yes	YES

24) In the past 4 weeks, how often was your child left out or treated badly at school...

a) ...because of religion?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
b) ...because of skin colour?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
c) ...because of the country he/she or you came from?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
d) ...because of a physical disability?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
e) ...because of a mental disability?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
f) ...because of another kind of disability (such as a learning disability)?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
g) ...because of how well he/she does in school?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
h) ...because of being a boy or girl?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
i) ...because school is hard for him/her?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
j) ...because of weight?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
k) ...because of physical appearance, height or body shape?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
l) ...because of how he/she dresses?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
m) ...because of how little money he/she has?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know
n) ...because of physical weakness?	Never in 4 weeks	Once or twice	Every week	Many times a week	Don't know

25. Have you heard about the rules related to student behaviour at your child's school? **NO** no some yes **YES**

26. Are rules about student behaviour enforced at your child's school? **NO** no some yes **YES**

27. If a student complained to an adult at your child's school about bullying, sexual harassment, and/or discrimination, would something be done about it? **NO** no some yes **YES**
28. Do you report bullying, sexual harassment, and/or discrimination to the school? **NO** no some yes **YES**
29. Has your child participated in any programs that teach him/her how to deal with bullying or violence during the past 12 months? (Check any that he/she has participated in)
- ☐ Class discussions/assemblies
- ☐ Counselling
- ☐ Workshops or seminars
- ☐ School activities (Such as posters, art, poetry, plays etc.)
- ☐ Other (Please describe) _____
- ☐ He/she has not participated in any programs
30. I am satisfied with the steps my child's school has taken to prevent bullying, harassment, and discrimination among students. **NO** no some yes **YES**

What do you think your child's school can do to prevent or reduce bullying, harassment and discrimination?

If your child is having problems with other students at school, please talk to your child about it. You can also talk to a counsellor, a teacher, or the principal. They want to help!

**Please tear this page off and keep it for yourself.
Put the rest of the survey in the envelope and seal it.**

If you would like to speak to someone who is not part of the school, you can call the Parent Help Line/ Ligne Assistance Parents (24 hours) 1-888-603-9100 (Free, no charge).

You can also go to their website at: www.parentsinfo.sympatico.ca

THANK YOU FOR DOING THE SURVEY.

Your comments will help us make this school safe for all students.